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How to be A Successful Teacher



By AMOS M. KELLOGG,

Editor of THE SCHOOL JOURNAL, THE TEACHERS' INSTITUTE, THE PRIMARY
SCHOOL ; Author of SCHOOL MANAGEMENT, etc.



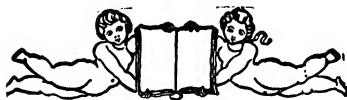
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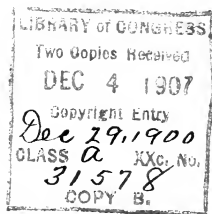
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PREFACE.

THERE are three classes of teachers.

There are the lesson-hearers, who look upon the pupil as an *imbiber*, not of all knowledge, but of a little concerning reading and arithmetic; they are repeaters of, "Sit still and learn your lessons." This is an immense class.

There are those who have learned to manage numbers of pupils and cause them to move about and recite in an orderly manner.

There are those who have learned how to employ the school studies and life as a sculptor employs chisels; their aim is character.

While the effort of the author has been to prepare a small helpful book for that great number who enter the school-room without special preparation, but are conscientiously desirous of bestowing upon their pupils a lasting benefit, the central aim has been to differentiate *lesson-hearing* from *teaching*. The hope is that the reader will be led mightily to resolve, "I will be more than a lesson-hearer."

It was not possible to discuss TEACHING very fully; the subjects of Government, Interest, Order, etc., always being deemed by the young teacher as most essential to success. The reader is urged to obtain books

Not discuss these subjects, to think deeply upon it when his class is before him, and carry on his work in the light of the foundation principles of teaching.

The author hopes that this little book will be received with the favor accorded to his volume on "School Management"; it certainly is written with the same spirit—an earnest desire to put the teacher on higher vantage-ground.

AMOS M. KELLOGG.

October, 1900.

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HOW TO BE A SUCCESSFUL TEACHER.

It is probable that in this country 100,000 persons every year undertake teaching for the first time; and that 50,000 of these quit it after a trial of a few months, finding it more difficult than they anticipated. It is probable that many of these unsuccessful ones would be glad to return to the school-room again; it is probable that many of them have the making of superior teachers in them, but the difficulties are so numerous, the friction so constant, and the failure so apparent to the eyes of observant pupils that the occupation is given up in despair.

Again, very many of those who do continue to teach are doing a very inferior kind of work, and would be glad of suggestions of better methods.

The author believes that a young man (1) possessing sufficient scholarship, (2) who wants to benefit children by teaching them, (3) and will study them, (4) who will investigate the principles involved, and who will (5) make a constant effort to acquire skill in the art of teaching and management, may be a successful teacher.

Very few of the teachers in our schools but are conscientious, and earnestly desire to do their whole

duty by their pupils. A large part of those who begin teaching each year have had no special preparation; this was the writer's case. A trustee halted the principal of the academy and asked, "Haven't you a young fellow who can teach our school this winter?" The principal thought a moment and called the writer, and a bargain was soon made.

Fortunately, the writer had a friend who had graduated at the Albany Normal School, and to him he turned for aid. This friend prepared for him careful instruction in a series of letters which discussed the practical problems of the school-room. It was conceded that the writer had made that first school a good school, and he attributed it to the clear exposition contained in those letters. If the writer can be of equal service to teachers similarly situated he will in some measure discharge the debt he owes to Henry W. Collins.

THE TEACHER'S QUALIFICATIONS.

1. Possession of Knowledge.—When a young man proposes to become a teacher he is tested to ascertain whether he possesses the knowledge that has been fixed upon by the authorities as needful. A great many consider themselves lucky if they can obtain a certificate of fitness on a small amount of knowledge. It is true it was once the opinion that those who taught young children needed but little knowledge; but that belief is now exploded. The teacher needs to have read, studied, and thought a great deal in order to be the *possessor of mental power*. Hence, the teacher of little children is

examined in arithmetic, geography, grammar, geometry, algebra, etc. And the complaint often made by primary teachers, that they are examined in studies they will not be required to teach, it not well grounded.

Good scholarship is rightly considered the foundation of success in the school-room, but it is the foundation only. There are many men who possess this and are conspicuous failures. It is the same in the professions of law, theology, and medicine. The knowledge in such cases, instead of being a vivifying force, is a dead, inert mass in the mind.

There are teachers apparently who feel that if they can only once get into the school-room they will somehow get along no matter how small their knowledge. Such an opinion brings discredit on the profession. It has been, and is, weighted down with a multitude of half-educated young men and women. In the State of New York one can hold a third-grade certificate but one year; if he desires to continue to teach he must pass a more difficult examination in order to obtain a second-grade certificate, and this he can hold but two years.

It may be considered as a rule, then, that good scholarship is the essential starting-point. The aim should be to possess the highest grade of certificate; this is generally recognized in each of the States as a token of superior fitness. If the teacher begins with a third-grade certificate, *he should not rest until the higher one is in his possession.* A young man was employed in Oneida County holding such a certificate; it was soon noted by the farmers that he always carried

a book as he walked to and from his school; he was a student as well as teacher. In a few years he occupied a position in a Normal school.

The teacher should be as dissatisfied with his own scholarship as he is with that of his pupils. As he makes it his daily effort to increase their knowledge, so he should strive to increase his own.

2. Power to Interest.—The teacher enters the school-room and immediately sets lessons to be learned; he requires the pupils to sit still; he insists on the work being done not as they wish, but as he commands. All this is irksome and sometimes repulsive, and yet in a vast number of school-rooms the children are happy. In many cases they prefer to go to school rather than to stay at home. It is plain that they are *interested*. If a number of schools is visited, those where interest is apparent will be pronounced the good ones. Hence, interest is often said to measure the school; and the question the teacher must often debate is, "How shall I create an interest?"

A. The first element is love; children will learn lessons for, sit still at their seats for, and recite what they have learned for, one who loves them. And the teacher must make a daily and hourly effort to love every member of the group that assembles with him in the school-room. Not limiting his love to the handsome, to those coming from good homes, or even the appreciative ones; but bestowing it like the dew of heaven on the just and the unjust. Some teachers declare that they cannot love unlovable children; but this is a mistake: the foundation of the Christian religion

is built on "Love for the unloving." The teacher must possess something besides natural affection; he must have the affection of benevolence.

B. The teacher should study and practice having a *pleasant way*. A cheerful, sunny way wins children's hearts; it awakens cheerfulness; it arouses a desire to be with that teacher, to do what he wishes. A smile on the face when some right act is performed prompts the repetition of the act. The cultivation of a cheerful disposition should be a daily effort. In a vast number of the school-rooms the voice of the teacher is an unpleasant one, his countenance wears a frown, and he rarely seems pleased. These things destroy interest. At an Institute where most of the teachers possessed experience, the conductors commented on the "cross" looks before them. The question was asked, "How would you feel if the conductors of this Institute should look cross and wear frowns all the time?" They confessed it would be dispiriting; occasion was made to impress the importance of a pleasant face as an educational factor.

C. The society of their fellows is one of the strongest influences that draw children towards the school; they love to be in groups; there is power in numbers with them just as with adults; they do not assemble because of the useful knowledge they are to obtain,—it is the enjoyment that comes from the society of others. The teacher may use this as a force in promoting education. If the pupils are induced to come early, the period before school may be employed in a variety of delightful ways; they can be permitted to assemble in

the school-room and converse with each other. Some teachers forbid conversation at this time, but it is a mistake.

D. The value of knowledge may be employed to interest pupils in the school. Pestalozzi declares this to have been one of the powerful means he employed to induce study. His pupils were orphans, many of them of necessity beggars (on account of a war), and he showed them that a knowledge of writing and arithmetic would enable them to earn a respectable living. The writer has found it exceedingly helpful to champion the school, to magnify it in the eyes of the pupils; especially to point out that the educated people of the world are the happy ones; to show that wisdom's ways are pleasant ones. While this may not affect the younger classes, it may be made to strongly influence the older ones.

E. Emulation arouses effort to perform the school work. The bestowal of prizes is exceedingly objectionable. But one of the results of persons coming together in groups is the recognition that certain ones excel in certain things; as in a town or city, so in a school. The writer had a pupil that wrote exceedingly well; he often called him to the blackboard to write the word on which the writing class was practicing, or to make capital letters. It aroused an effort on the part of the other pupils to write equally well. The influence of this boy in the writing class was distinctly seen. In a similar way the pupils may be stimulated to equal the work of another in the arithmetic class or in general

conduct. To understand this the teacher must watch pupils at their games.

F. Praise produces an effort to do work assigned; it is usually employed to arouse emulation. It is a prodigious power and is often wrongly employed. To bestow praise only on the one who excels is not only poor policy, but it is wrong in principle; the attentive, the industrious, and the painstaking deserve and must receive praise or the teacher fails in justice. At a school commencement the principal arose to distribute "honors." He said, "I am to distribute twenty-four honors, but this is a small part of those that have been earned; some on account of sickness, some on account of absence and other causes, will not receive them. These are not all the best scholars; the best are those who have conscientiously done their best whether recognized or not; that kind is numerous in this school."

Such an acknowledgment is always due to a class when praise is bestowed; it is praise in fact. The tendency of teachers is to find fault; they seem to fear to praise.

"John, that was well done."

"Mary, you read well; I could hear every word."

"We have had a good day; I have enjoyed every moment."

"I want to thank you for coming in from recess in such good order."

"I noticed the assistance Henry gave to — [here tells the incident] and beg to say that such things do this school credit."

"I met a lady yesterday who complimented the boys on the courteous way in which they conduct themselves in the street."

These are samples of what the teacher may say on proper occasions.

A word of caution may be uttered to certain teachers who employ flattery in large doses. A school was visited where the teacher said,

"We have such a nice little boy here; he always reads well. John, you may read."

"Mary brought me such a pretty flower this morning; she made a picture as she handed it to me."

Such language misses the mark; the pupils know the teacher is simply dealing in sugared words. Do not mistake flattery for praise.

G. Another means of arousing interest is the *employment of pupils* to carry on the school work. The wise teacher knows the value of co-operation; he obtains the help of his pupils. To make this plain, let us watch a young clergyman in a community where a new church is to be organized. He visits the people, finds out the leading minds, fixes on certain members for trustees, deacons, or elders; when the enterprise is in operation a dozen persons are seen to be involved, each carrying some responsibility.

The teacher will do well to imitate this. In a school of thirty or forty pupils, several will be selected to aid him; two will assist in the play-ground; two in the school-room; they may be called "first officer," "second officer," or "first assistant," "second assistant," etc. Duties are assigned to each; each has a book and

records his work; he *reports daily*, showing his book; the teacher writes "approved" at the bottom of the page. (The reporting and approving are of great importance.) The teacher meets with these assistants, listens, and gives advice daily. These meetings impress the school; they may be very short. The teacher delivers the opinion of his assistants when he discusses a case of disorder. As to the selection of these assistants there are several methods: some prefer to appoint them; some to have them elected; the teacher might try both methods. The term of office is usually one week, but then the same pupil is eligible for election for a second term.

H. Novelty must be regarded as one of the strong influences in creating an interest in the school. No matter how good a plan has been employed in hearing the arithmetic lesson, the wise teacher will devise another in a short time; then he may return to the first one. A child was shown a picture of heaven; figures were on settees engaged in singing. She looked at it steadily and remarked, "I should get tired of doing that all the time." The attraction of the old-time "spelling school" was not in the spelling but in the novelty of choosing sides, etc. Bearing this in mind, the wise teacher will devise new ways of carrying forward the school work.

I. There are numerous *objects* that can be employed to create an interest which can then be transferred to the teacher, the school, and its exercises. These objects may be exhibited before school to the early comers, who will group themselves around the teacher's desk;

or during school hours as themes for lessons. We propose here the first use. In *The Teachers' Institute*, a few years ago, the question was asked, "What objects may the teacher employ at his desk to interest a group of pupils before school?" and many were suggested, one teacher giving the names of forty she had employed. A few of these will be named here:

Photographs of the teacher's home, or of the school she attended or taught, also of her former pupils, or of her parents and relatives. These possess a great interest to young people.

Photographs of places, noted persons, animals, etc.

Pressed flowers or grasses gathered in special places, as the grave of Washington, Longfellow, etc.

Minerals, as ores of gold, silver, lead, zinc, etc.

Myrrh, camphor, gum arabic, sponge, etc., etc.

Only a few of these objects should be shown at a time; the teacher should be ready to talk well about them; and having given a little talk (two minutes) she will turn to one of the pupils and ask him to tell what he has gathered for his museum; for the pupils love to talk, possibly better than to hear talking. In after-years the pupils will remember these "precious morning talks."

J. The *condition of the building* may be a source of interest. Too often the school-room is repulsive, but against this the teacher must set her face as a flint. In *The Teachers' Institute* an account is given of the transformation effected by a new teacher. "Every point was repulsive and dilapidated, but I had courage. I had a plank walk laid to the road; the outhouses were

screened by evergreen trees; the rough walls were whitewashed; the desks were scraped and varnished; the stove was blackened; the floor was made clean, and a number of bright pictures hung up; later on, the boys gathered evergreens and made a cornice around the entire room, and formed the word WELCOME on the wall. I had some flowers on my table daily until snow fell. The effect of these simple changes was beyond my expectations. The children had a song, 'Our beautiful, beautiful School,' and they felt that the room deserved the praises given to it."

The influence of such surroundings can never be fully estimated; children are more susceptible to them than adults. Insensibly they want to assemble in places where beauty is manifest; they come to love everything connected with them. No matter how plain the school-house, it is the teacher's duty to do something to redeem its unloveliness; what she does will make its appearance in the habits and mode of thought of the pupils afterwards.

K. Public exercises and entertainments, if properly planned and managed, will center an interest in and around the teacher and the school. A teacher in a district school in Onondaga County had planned an association to hold evening exercises; the pupils brought candles which were set on wooden blocks into which three nails had been partly driven; compositions were read and "pieces" declaimed. Among the auditors was a large boy from the adjoining district who was so impressed that he decided upon going to school if this teacher would take him; he afterwards became a

preacher of more than average ability, and often referred in the pulpit to the exercises in the "Adelphi Lyceum" in the Gaylord district.

GOVERNMENT.

3. Power of Government.—There will be many teachers who will say they can interest but cannot govern. *Government means maintaining a state of order.* For example, the government of the United States aims at the maintenance of order, so that business can be transacted without hindrance. The order, by the government, that those driving horses shall turn to the right when they meet is an example. The teacher must not conceive of government in the school as being the result of fear of him, but the result of his ingenious planning that all the movements and operations are done so as not to interfere with school work.

A mechanical illustration is seen in the housekeeper who places the chairs, tables, books, etc., in their proper places after they are misplaced. A better illustration is seen in the military officer as he drills his soldiers; he examines the guns, the belts, the shoes, the clothing (even the buttons), to see that all are in proper order; he requires a certain position of the body; that a certain thing be done at a certain command, etc. The perfect order is the result of attending to the doing of a number of small things. It is, therefore, most important in managing a school that the teacher should have a conception of order as the result of the *performance at the proper time and in the proper way of the numerous small*

things that must be done; this he must rightly conceive of and communicate to the pupils, and drill them until they perform their part with readiness.

A school was visited where the pupils were given a recess; on returning to the room they made considerable noise, and the teacher said, in a fault-finding tone, "I have told you over and over to come in quietly and you make just as much noise as ever." Now, a skilful teacher would have planned (*a*) that all would have been got into a line at the first bell; (*b*) that they should march in one at a time at the second bell; (*c*) that they should have been drilled in walking lightly on the floor on the occasion of every entrance. Had all these points been attended to and the pupils exercised until precision was attained, the return of the pupils would have given them and the teacher pleasure.

The teacher was to blame; he did not comprehend that attention to details and a drill on these details is necessary to good order. Scolding will not bring about good order; good-natured drill on the details will. Take the case of going out at recess time; in one school the teacher rapped and said, "Boys may go out." At once there was a rush for the door. This made the teacher angry; he said, "If you go out like that you won't get any recess; now try it again in a decent way." Of course they did not rush as before, but they received no discipline. In another school where there were four rows of seats (eight rows of pupils), the teacher had placed these figures on the board, 1, 4, 6, 8, 2, 5, 3, 7; tapping lightly with a pencil he pointed to the figures and, raising his hand, the pupils in rows 1 and 4 stood

up; at a gesture they started in military order for the door; this being accomplished, he raised his hand and rows 6 and 8 stood up and watched for the gesture that would start them towards the door; in a similar way the others were disposed of; not a word was spoken. This teacher clearly conceived of what good order consisted; did no scolding or fault-finding, but enough drilling to cause the movements to be made with ease.

It must be borne in mind that this precision of movement has a most excellent effect on the studies and the character; other ends are reached besides the order and quietness which are the immediate ends.

4. A Program is Essential.—The order of exercises should be fixed upon at once; a program can be prepared before the first day and written upon the black-board or, better, on a sheet of Manila paper and placed where all can see it. A small call-bell should be on the teacher's desk; a stroke on this brings the first class to their feet; a second stroke moves them towards the recitation-bench. In a good school the teacher's voice is not heard except in teaching or in giving new directions. Some teachers put the call-bell in the hands of a pupil who acts as assistant and watches the clock, thus relieving the teacher of care in that respect.

A program having been fixed upon, it should be rigidly followed. When the minute for closing a recitation has arrived the operations of the class should stop at once. Many give out the lesson that is to follow *when the class assembles*. The whole of the exercises in a well-ordered school will follow a fixed order. For example: in the writer's school at 8:55 the assembly bell was

rung; two pupil-assistants came forward to mark the attendance; at 8:58 the order bell was struck once and silence began; a pupil sat at the piano (the pages of the music had previously been selected and written on the blackboard); at 9:00 the piano-keys were struck and a few measures played, then all joined in a morning hymn; then the teacher read a few verses from the Bible; then all chanted the Lord's Prayer; then a stanza of a hymn was sung, then a stanza of some secular piece; then the call-bell brought out the first class and the school work began.

The special point to be noted concerning the above is that the teacher's voice would not be heard in giving directions, commanding this and forbidding that. At the very outset events succeeded each other in an orderly manner and a powerful impression was made *to be orderly*.

5. Self-control is a most essential element in the teacher in the production of order. "Those who would govern others must first learn to govern themselves" is a very ancient maxim. By self-control more is meant than restraint from speaking when a rule is broken, or the non-display of anger when insolent words or acts are indulged in. The teacher needs the cultivation that comes from a knowledge of respect for social customs. If he treats his pupils as though worthy of respect he will receive the same treatment in return. One teacher, who was very successful with rough boys, said: "I treat them in the school-room as I would in their parents' parlor." While the teacher may rightly assume to have authority over his pupils, they will recognize that au-

thority with cheerfulness if they feel he is indeed their superior. This he will make appear by a frank, dignified, cultivated, and gentlemanly demeanor. Upon all the points embraced in this there is not room to enlarge; two or three will be referred to:

A cultivated person *looks into the eyes* of the person he is addressing. The pupils will measure up the mental strength of the teacher by the look of the eyes. It is one of the traits of youth to want to look into the eyes of a stranger; a steady, clear, unfaltering and self-poised bearing of the eye impresses respect, confidence, and mastery. Note the persistent gaze of even a very young child upon a stranger. At the very outset, then, the teacher should look his pupils kindly but steadily in the eye.

The pupils were assembled in a district school-house on the first morning of the new term, when a young man entered and, advancing to the desk, pulled out a stout ruler and gave a loud rap. "Stop this gabble and get your seats; school will soon open," was the greeting he gave them. The older pupils were hurt because of non-recognition; they were displeased with the lack of decent manners; they were disposed to resist or impede the order, and repeating his words in their homes created an unfavorable impression of him there.

The next year another teacher entered; he looked around, and fixing his eye on one of the older girls, the apparent leader, he advanced pleasantly and said, "Won't you shake hands with your new teacher?" He engaged her in conversation and suggested she should introduce some of the pupils. As he took their hands

he looked each steadily, kindly, but searchingly in the eye. He asked an older boy to write down their names; he, meanwhile, looking them in the eye and speaking pleasantly to them. A boy who was rather troublesome kept in the background; obtaining his name the teacher called to him pleasantly, had him sit beside him, and exerted himself to impress kindness, consideration, and mastery. When school was opened all would have confessed to a liking for the new teacher; at the same time there was a recognition that he understood himself and them.

The teacher stands in the focus of the school, and his manners and bearing make deep impressions. Hence, he must care for his clothing; neatness, cleanliness, and wholesomeness must be his characteristics. All of these bear witness to cultivation, to superiority and authority.

6. Industry is as Essential as Good Order.—Good order and industry are the two main features to be sought for in a successful school. But these in a certain sense are in opposition to the state of mind most children possess; they must be trained to order and industry. The question of motives must be considered—that is, the influences that cause the pupil to be orderly and industrious.

INCENTIVES.

There will be in the pupil's mind some influence that causes him to observe the requirements of the teacher. In the case last cited the teacher attempted to put his approbation of good conduct as a motive; the

more noble the teacher the more will his approbation be coveted and sought for. We shall here cite the incentives which may rightly be employed in school; these bear not only on the production of order and industry, but on good conduct in general:

(1) Desire for good standing; (2) for approbation; (3) for knowledge; (4) for efficiency; (5) for self-mastery; (6) for future good; (7) the sense of honor; (8) determination to do right; (9) to do one's duty.

7. Application of Incentives.—Let us suppose the reading class is before the teacher. What motive can be aroused in them to cause each to do his best? One pupil has read a sentence or paragraph and the teacher remarks that it is poor, good, or excellent reading, as the case may be. This denotes the rank or standing of the pupil's work. Some employ figures to denote standing, and a pupil is classified accordingly. Effects of magnitude are produced by this system; it is not wholly injurious, but it must not be the sole reliance of the teacher.

The teacher may remark, after the reading, that he is much pleased; this is a strong incentive with young pupils, and with those who recognize the teacher as a competent critic of reading.

The teacher may remark that the reader is making progress, or that he has become a good reader and will be able to give pleasure to others; he may appoint him to read at some public exercise or entertainment. This becomes a strong incentive not only to the pupil himself, but to all the rest.

The teacher may remark that the pupil is mastering

the difficulties in the way of expression by reading; this would apply mainly to the older pupils. Here the teacher appeals to self-approval; he wishes the pupil to know that he has grounds for approving of his own work. This would be the result of honest effort, of conscientious devotion to a study of the text and attempting to expound its meaning.

The teacher may remark that the pupil has become able to read effectively and thus may make his way in the world. While this may apply only to older pupils, it is, and ought to be, an effective motive. The teacher will find that many a pupil drops out of the higher classes because he sees no relation between the studies pursued in them and the busy world where he must earn his living.

In the conduct of the reading class the teacher will appeal to the sense of duty or of right. It may be tiresome to sit and hear a dozen others read the same paragraph; the teacher must admit this. Oftentimes the method employed by the teacher is faulty and does not embrace all the class, possibly only the very poorest; the others feel that their time is wasted and their thoughts are put on other matters than the reading. Here the pupil must be influenced by the sense of duty—to give attention because he ought. The teacher must bear this incentive in mind and strive to nourish what is often a very weak motive. He should have the attention of all in the class; he cannot command it; the sense of duty in the pupil controls it.

What has been said of incentives in the reading class will apply to the entire school. The teacher must con-

tinually inquire into the motives that influence his pupils. He may employ the lower or the higher incentives; the best teacher gradually brings the pupil under the influence of the higher ones.

An academy was surrounded on three sides by a fine orchard, and in the autumn many complaints were made by the owner that fruit was taken by the pupils without permission. The principal, who was a clergyman, had earnestly endeavored to stop these depredations, but without success. A new principal determined to appeal wholly to the higher motives. He proposed the questions: "Ought we not to keep away from Mr. Clark's orchard even if there were no fence? Are we going to accustom ourselves to do what we admit we ought not to do?" He said he would forbid no one to go into the orchard, that their sense of right must be the controlling influence. His effort was to develop their sense of what they *owed to themselves as duty*; he was successful because he knew how to reach this noble object.

8. Fear and Shame.—Many teachers rely on fear and shame to attain order or application to study; once these were the sole reliance. A school was visited where a pupil was seen sitting under the teacher's desk—he had whispered; another was in a dark corner partially covered by a suspended cloak—she had eaten an apple.

A woman of much experience and possessing good scholastic qualifications was found to be exceedingly unpopular. The principal visited her class in algebra; a large boy was sent to the blackboard to perform a problem; upon his failure she called up the smallest

girl; this pupil being successful, she remarked, "I should think a big boy like you would be ashamed to have a little girl like —— beat you in the class!" Upon further visits the principal found this teacher employing only fear and shame—fear of low marks or of being kept after school, or the shame arising from not being as intellectually competent as others. She seemed to forget that both of these *made study repulsive*.

A little thought will convince the teacher that every effort must be made to render the school and all the studies as attractive as possible. The way of the teacher last mentioned could not but prejudice the boy against the study of algebra.

9. Self-government.—Before proceeding further with the discussion of government it will be essential to consider the second of the two ends aimed at by government; the first is the accomplishment of school work; the second is the construction of a self-governing human being. If the pupil learns all his lessons and recites them perfectly and is not a self-governing being, he is uneducated; the great results hoped for have not been realized. So when young men in college play the fool by driving a cow into the recitation-room it is justly felt that self-control would be of greater value to them than even profound knowledge of Latin and Greek. The test of education is self-government; hence this must be the aim of the teacher,—not alone good order, but good order produced by the pupils themselves.

To illustrate this I will portray the grammar department of a school of 150 pupils where a principal (with

two assistants) was obliged to be absent frequently to superintend other departments. A visitor coming before school would find a pupil (No. 1) was giving oversight to those in the yard; another (No. 2) was watching the clock and striking the bell at the proper minute, marking the attendance, collecting excuses; another (No. 3) was arranging for the music. The opening exercises over, No. 2 would distribute the classes (every pupil having the program); if the principal was not "at class," the "class head" would begin the recitation; if a visitor called, No. 2 would take charge of him and pilot him to the proper class. One of the pupils remaining in the main room would strike the bell summoning the classes to return; No. 3 would select a piece of music and play on the piano; the principal or the assistant teachers would assume the direction at any point where they felt it was needed. The assistant pupils (called first officer and second officer) had seats on the platform and consulted with the teachers if necessary. Thus the machinery was in their hands; they felt responsible for its running smoothly. These assistants were selected weekly; not the best behaved and the most moral were chosen, but those who had efficiency.

A little thought will show that a school might have this mechanical constitution and still not develop self-government. Self-government in a school is only possible where there is a consolidation or *unity of thought*. The case of the church organized by the clergyman will illustrate this. Before his advent the people were *units*; had separate thoughts and purposes. Now they act as

a church, *as a body*; they have passed to a stage of *organized* existence. Men may come and men may go, but that church will live on; it has acquired power by *unifying* the thoughts, hopes, and feelings of those who attend it.

A. Unifying the School.—The teacher who steps into his school-room feeling that he is simply the *head* of a *body* existing there, and that the pupils form parts of that body and are as essential as he is, and that both must work together, that the life of this body is made up from the life of each being there—such a teacher places his pupils higher than mere reciters of lessons, and the pupils feel themselves essential to the well-being of the school; they feel that order, industry, self-denial, good example, helpfulness, and good behavior are essential, and they contribute these willingly for the general benefit.

B. Organizing the School.—The effort of every skilful teacher is to organize his school, to have the pupils feel they are parts of a living body. Among the means to bring about this essential condition will be a constant consultation with the pupils concerning the general affairs of the school. The teacher cannot enforce regulations successfully that are opposed by the general public opinion; this cannot be done outside of the school-room, nor can it be done within it. Hence, he must strive to have the public opinion of the school **on** his side.

A young man took charge of a school where there had been so much trouble arising from the “no whispering” rule that the trustees advised him not to make

this regulation. He presented the matter to the school and argued with the older pupils so effectively that they assented to the existence of such a rule; the trustees were displeased and came to the school to demand that he rescind it, and were surprised when the teacher asked those to rise who were in favor of such a regulation to see the entire school rise. Of course they had nothing further to say. This was rather an extraordinary case; it exemplifies the position taken that the good teacher feels he must have the pupils with him in his efforts to attain order. It by no means detracts from the dignity of the teacher that he consults with his pupils.

A teacher found that no provision had been made for cleaning the school-room; in fact, heretofore it was rarely done. He appointed a committee to consider and report upon the matter; they reported that the first class should take turns in sweeping out the room; it was discussed by this class and assented to. In this case, neither the teacher nor the trustees could have ordered the pupils to sweep the room. (Such difficulties have arisen over the sweeping of the room that teachers are advised to have an understanding with the officials concerning the matter when the contract is made.)

The teacher who has his pupils with him can be almost as arbitrary as he pleases; how to consolidate the public opinion and render it favorable to his methods and regulations will, therefore, be a matter of thoughtful consideration. Not only must there be general consultation, but individual consultation also. The

teacher must be quick to see who the leaders are, and turn to them and lean on them; not to recognize the leaders will be a great mistake. It is the opinion of the leaders among the pupils that settles the question of his popularity and of his success, in a large measure; and this is not always the best scholar by any means. If the school has been organized, the pupils look to the teacher as the head, they take their opinions from him, they think as he does, they want to do as he directs. He now is able to develop self-government; he attempts every day to throw the responsibility for the order and industry on them.

Suppose there is disorder at the recess; he calls attention to it, and appoints some one to note the causes. One pupil is reported as having rough ways; he is requested to stay in and take his recess afterward. This change has been made upon the report of some of the pupils; they feel that their opinion counts in the management; they assent to the punishment inflicted on the offending pupil.

C. Individual Self-government.—We have spoken of collective self-government, but this tends to develop individual self-government; both are needed in a school; the latter is the crowning glory of a genuine education. There must be positive and persistent means employed to develop individual mastery. A teacher saw a pupil eating an apple slyly behind his books; he said nothing at the time, but afterward asking attention, he said, "Do you think George Washington, Abraham Lincoln, or any really great man when he was a boy at school hid behind a book to eat an

apple? Do you think a boy who does this will ever have any high or honorable position in life pressed on him? If he knew just what rank such an act gave him in school I doubt whether he would do it."

A few well-chosen words at the right time, spoken with a proper spirit, will develop thoughtfulness concerning conduct and lay the basis of self-government.

10. Discussion of Principles.—Individual self-government is immensely aided by a discussion of principles by the pupils. The teacher is too apt to rely on his remarks concerning the morality of certain acts. He forgets that the greater part of his words receive no consideration whatever. The pupil himself must be led to think and talk about right, wrong, and duty.

A teacher in one of the public schools of New York had many newsboys, bootblacks, and market helpers among his pupils. He told an incident in which a boy paused at a fruit-stand that had been left by the owner for a few minutes, but went on without taking anything. The teacher asked, "What do you think of him?"

"I think he was a fool," said one.

"And so wise boys steal; is that a fact?" said the teacher.

He allowed each to give his opinion, adroitly drew out the views of those opposed to stealing, and finally developed the unanimous conclusion that the boy had acted wisely.

Now it is plain that a conclusion reached by one's own observation will form a more stable part of one's creed than an abstract statement made by an uninter-

ested outsider. Hence, discussions of rules should be encouraged; it is a good thing to have the opponents of a measure give their arguments. The pupils learn that there are solid reasons for a certain mode of conduct, and thus lay a firm basis for self-government.

11. School Government Continued.—We now see that the skilful teacher rests the government of the school in and on the pupils themselves; he, on his part, developing in them the power to govern it properly. (To correct possible misapprehension it may be stated that it is not meant that the school should be made a miniature republic; a few would succeed in this, the majority would fail.)

Rules.—Very few rules should be made. A teacher announced on the first morning: "There is to be no whispering here." He had scarcely uttered the word before he saw a pupil whisper to another; he called up the offender, and was only restrained from inflicting punishment by the fear of the talk that might be created in the district. He might have said, "I hope we shall have no whispering." This would have left him free.

Whispering.—Many teachers aim to exterminate whispering; it is best treated as disorder, or disturbance of good order. The really skilful teacher does not concern himself with whispering; he gives plenty of occupation; he encourages each to mind his own affairs; not to disturb others; to strive for order and quiet.

The writer, after years of experience, found the best plan was to develop self-government and then leave the whispering with the pupils. His practice was to allow

them to do anything that would not interfere with others or prevent them from accomplishing their own allotted work.

Disobedience.—There will be in every school some who for various reasons refuse to do as commanded. To manage cases of disobedience demands a high degree of skill; oftentimes, for lack of skill, the entire school becomes involved and excited over a matter small at the outset. A teacher saw some bits of paper near a girl's desk; she pointed to them and said, "Pick them up." At the close of the recitation she saw them still on the floor and drew out her watch and said, "I give you one minute to pick up those pieces." But the pupil did not yield. Now the teacher had made a mistake by commanding what she could not enforce. She became angry and spoke violently; the entire school was excited; the occasion left a bad impression against the teacher.

Another teacher, seeing Frank disturbing his seat-mate, told him to stand on the floor; a short time elapsed and he saw Frank still in his seat. Knowing the lad to be a good boy he saw he had a case of stubbornness to deal with. He determined to obtain obedience, but not to have a struggle. "I thought I told Frank to stand on the floor; did I not? [Several assented.] I suppose Frank did not want to do it. If I had told him to come up and take a piece of candy from my desk he would have done that quickly. I thought Frank was a boy that would do a disagreeable thing when it was his duty. Is there any other boy here whose rule is not to do what he doesn't like to do?

There is —— [one of the large boys]; let us try him. Come and stand on the floor, John. [It was done.] I don't believe there is any one else besides Frank. He will think better of it; we shall be very very much disappointed if he does not take his place on the floor. It is now recess time; I shall not keep him in. He must remember that all this school expects him to do his duty." After the pupils returned, while the next class was in progress, Frank took the floor. The teacher remarked, "Frank has done a noble act; he had his temptation; he yielded; he had thought better of it; every one here honors him for doing not as *he* wanted but as his *teacher* wanted him to do."

These two incidents are given to show how an unpleasant struggle may be brought on and how avoided. A small matter, hardly worth stopping the machinery for a minute, has, by bad management, been the means of destroying the happiness and good feeling of the school not only, but that of the entire district for a long period.

But in the best of schools there will be infraction of rules, disobedience, sometimes insolence. The teacher must impress the pupils with the fact that he will do something to make them regret their misconduct; this is generally what is meant by punishment.

12. Punishments.—As the teacher must punish, let us consider the objects, the mode, and the conditions of punishments. Take wilful disorder for an example. The pupil persists in it; the teacher believes punishment will benefit the pupil, cause him to control himself; possibly he believes it will restrain others; and

he may feel that it will impress the school with the fact that he is master and they are under his authority. What shall it be? Once, whipping was the only mode of punishment employed, but it is rapidly disappearing from the schools and in a quarter of a century will be little used.

A. Displeasure.—We have spoken of the importance of unifying the school—of making it a community; the skilful teacher will bring the influence of the school to bear on the offender. Let us suppose it to be positive disobedience. Where the offender can be made to feel that his conduct displeases the entire school, he is punished; this is the natural result of his wrongdoing. This is the method society takes with those who misuse their liberty. The teacher can bring his school into such a unity that his displeasure will be the expression of the displeasure of all; just as in the world outside of his school a wrong act arouses the displeasure of a community. A pupil is idle; shall the teacher say, “James, *I* do not like to see you idle”; or shall he say, “*We* shall see the results of your idleness when the class meets.”

B. Deprivation.—The punishment should bear a relation to the offence. A pupil misuses his knife—it is taken away; he is boisterous at recess—he takes his recess after the rest, etc.

C. Reproof.—There will be reproof in displeasure, but here is meant that statement in public or private of the wrongdoing and of its consequences; some are very successful in administering this in private. It is some-

times best to do this in public. The pupil must feel that the teacher is absolutely devoid of all unkindness.

D. Scolding is the meanest and worst kind of all punishments. The teacher who indulges in it will not effect a reform, but will arouse bad and often revengeful feelings.

F. Losing Distinction.—Many teachers keep an "honor roll" on which are placed the names each week of all whose conduct reaches a certain standard—say not below 3 in a scale of 5. If this is fairly handled it may be a great power. There are teachers who have given a "merit" for an orange brought to them, or a "demerit" because of "making a face"! Some, at the close of the session, ask those to rise who believe they deserve to be on the roll; if the claim of one is questioned it is left to be discussed. In villages these rolls are often published in the weekly newspaper. The standard must be one that the majority can reach.

G. Detention.—If a pupil is idle he may be made to study after school. "Keeping in" is universally practiced; it should be only sparingly employed. In a certain school some pupils were detained every night; they expected it and neglected their lessons accordingly. The next teacher aimed to keep in only those who wanted further instruction; they could stay or not, as they chose. In a short time the new order of things superseded the old and the school was much happier.

H. Parental Influence.—The writer practiced giving weekly "reports" to the parents. Blanks were given on Friday *to be filled out by the pupil*. In substance a blank would be as below:

LENOX VALLEY SCHOOL.

We aim to be Honorable, Industrious, Faithful, Courteous,
Helpful, and Advancing.

Report of ——— for week ending ———.

I have had.....lessons in.....

"	"	"	"	"
"	"	"	"	"
"	"	"	"	"
"	"	"	"	"
"	"	"	"	"

	Time lost by Tardiness or Absence, Minutes.	My Conduct on Scale of 5.
Monday.....	10	5
Tuesday.....	—	5
Wednesday.....	5	5
Thursday.....	—	5
Friday.....	—	5

NOTE.—If the teacher disagrees with the pupil's estimate, he will give his estimate in red ink.

The parents are requested to examine the report and to write their suggestions on the back.

The report is to be returned on Monday.

....., *Teacher.*

As the report was made out by the pupil little labor rested on the teacher.

On Monday morning the reports will be returned and examined by the teacher to note the remarks of the parents. In many cases these remarks were read to the pupils. Each report was then placed in a large envelope marked with the pupil's name, and put in the teacher's desk; at the end of the term they were given to him.

The "report" might properly be classed as an incentive; I have placed it here because the teacher may use it as a punishment for bad conduct. If much is said as to the expectation of parents that a good "report" will be brought home, the pupils will strive for a good "report"; to have the teacher substitute a 2 for their 5, and be obliged to explain the matter to their parents, will be, with the majority, an unpleasant occurrence. But to make this effective there must be openness, fairness, and strict justice. If the teacher with John Smith's report before him says to the school, "John has estimated his conduct at 'Maximum' (5) on Wednesday; is that just? I think not; I can only conscientiously give 3. Does any one disagree with me?" this will inspire confidence in his judgment and justice.

13. Teaching.—It seems to the onlooker and to the beginner that teaching is the hearing of lessons; even those of much experience do no more than hear the pupil repeat something he has committed to memory. It is of the highest importance that a right conception should be obtained of teaching at the very outset. A wrong conception will affect the entire set of influences that are brought to bear on the pupil. With some teachers the paramount thing may consist in giving the pupils "a good time," or in preserving military order, or in "strictness," or in glibness of recitation.

Teaching is guiding or conducting the pupil from a lower to a higher stage of knowledge, thought, and life. It is effected by four main influences: (1) by the manners, bearing, education, character, and life of the

teacher; (2) by the intuitional operation of the mind of the teacher on the mind of the scholar; (3) by the influence of the school as a community; (4) by the knowledge gained. It is the second of these we wish to discuss now, and particularly to speak of class teaching.

Rightly to conduct a recitation demands much skill. Just what the teacher should do or not do, what the pupils should do or not do, are matters that should be carefully and thoughtfully studied. The great fault is that the teacher goes at the recitation with no special thought; he picks up a book, asks some questions, talks a good deal, dismisses the class; calls another class, which is treated in the same fashion, and thus the day goes by.

THE MECHANICAL SIDE OF THE RECITATION.

The teacher and the class should come together as if something important were going to be done. There is a moment or two of silence; the class catch the eye of the teacher; they know they are to be summoned; they feel they are to meet for mental conflict. A slight sound of the call-bell is heard, or there is a tap of a pencil, or a gesture only, and the class rise; the books are held in the left hand; another sound or gesture, and the class move forward to the recitation-bench; a gesture, and they are seated. Let it be noted that they are in an *expectant mood*; they must not be allowed to sag, to droop, to become indifferent.

The next step must set the pent-up forces in motion.

Often the teacher asks, "Where is the lesson?"—a question no teacher should ask; it is his business to know *where* the lesson is, *what* it is, and *how* to teach it. There should be no loss of time. In most cases the words of the teacher will be, "Begin, James." The pupil rises, looks at the teacher, the teacher gives him a reassuring glance, and the recitation has started.

Suppose it be the reading lesson. Often the pupils and teacher are but a few feet apart; the pupils acquire a low and indistinct tone. The teacher should stand on the opposite side of the room; or the pupils may remain in their seats (desks) and three or four pupils may be summoned to the platform; one reads and then another, etc.; these are followed by another detachment, and so on. The effort must be to obtain the attention of all the class upon the reading of each; naturally those not reading tend to find some object of thought foreign to the matter in hand.

When the reading ceases the pupils are in some schools seen to raise their hands and make comments: "Read too fast," "Didn't stop at the period," etc. All this is bad. There should be proper criticism; its aim will be to form an ideal of good reading. The teacher will question actively, briskly, and intelligently. "Why emphasize ——? What is meant by ——? How about the speed? the pitch? the loudness? the quality? When a pupil has read fairly well let the teacher say, "Well done." This not for praise, but to aid the effort of the class to form an ideal of good reading.

The intention here is not to show how a class in reading should be conducted; there is not room here for

that, but to give some directions as to the general conduct of a class. The central aim should be to *cause advancement*. Is it not the case that the teacher too often aims only to perform daily a part of the term's task? to hear one of fifty paragraphs read that constitute the reading book? The attitude, criticism, and movements of the teacher should be such as belong to the leader of an *advancing* column; he at the head of a band who think differently and more largely than yesterday.

We are now concerned with the mechanical part of the recitation. The teacher must know *how to teach* the twelve to fifteen subjects that form the usual course—spelling, language, reading, grammar, writing, history, physiology, geography, nature, drawing, arithmetic, book-keeping, manual training. A great part of the time is lost because the teacher does not know how to teach subjects which he understands. This must be sought for (1) in books; the "How to Teach" series will be found invaluable, but there are others; (2) by visiting schools where there is good teaching.

First Aim.—The class must be interested. It is in the class that teacher and pupils come face to face; the rest of the time the latter are supposed to be engaged in study. The entire effort should be to produce a state of intense mental activity. They should assemble in a state of expectancy; this state should be sustained from the beginning to the end.

Second Aim.—The teacher will endeavor to have work done by the *entire class*; just as if a wall were being constructed of bricks and mortar, each helping

actively, energetically, and willingly. The teacher is apt to be thrown off the track by a single pupil who has been absent or is idle or dull; but he must leave the stragglers and make a forward movement with the main army.

Third Aim.—The endeavor must be to have a definite amount of work done each day. Suppose it to be in arithmetic; the teacher will for each class have marked out in his memorandum book what is to be done in each of the 175 or 180 days of the school year. (We have seen in teachers' hands text-books bound with blank pages (interleaved) where memoranda were made; such are invaluable.) Then the attempt will be to do that work, or even more, having previously economized time. If ten problems were given for the lesson and the teacher is certain all have been performed, it will be best to propose a problem involving (1) principles they understand, or (2) to illustrate a new one. This may have been written beforehand on Manila paper or on slated paper. There is often much time wasted in giving out a problem orally. One pupil may work the problem at the board, or one half of the pupils may work on the problem and the other half be questioned; then this half have a problem and the other half be questioned.

To have pupils work over simple problems in the class that they have worked at their seats, unless to exemplify an important principle, is not good practice. Let the recitation be a place of trial, of effort.

Fourth Aim.—The endeavor must be to spur them to make further efforts when they return to their seats.

The teacher may have a class before him but a single hour during the day; he must so sharpen up their wits that they will industriously employ their minds the rest of the time. A lifeless recitation will be an injury rather than a benefit; let the teacher bear the ball game in mind.

Fifth Aim.—The pupils should do the talking. A school was lately visited where the teacher, a normal graduate, certainly did three-fourths of the talking. *A skilful teacher talks but little.* The teacher should struggle against the temptation to talk. After a reading the teacher may say, "James, you may criticise him." Let every class have a leader; to him the teacher gives a signal and he starts the work; the teacher spares his voice until he can use it to advantage.

Sixth Aim.—The endeavor must be to produce mental exhilaration and satisfaction. This is opposed to the "grind" which so many recitations resemble. A skilful teacher can conduct a spelling class of young men and women so as to make it intensely interesting. There may be need of "drill" for one, two, or three pupils; if so, let the rest of the class have something to do that will occupy them profitably; it will be positively injurious to require them to watch while the most defective ones are "drilled." Both teacher and pupil should feel at the end of the recitation that they have exerted themselves and have accomplished something.

The Teacher's Position.—It has been said that the teacher should always stand during the recitation; but this will depend on circumstances: if the class cannot

be got into activity without his standing, then he must stand. Classes of young children need to see the teacher on his feet.

Courtesy.—The pupils should feel that the teacher is glad to meet them; they should be greeted with a smile; they should be treated with courtesy, with the same courtesy he would bestow if in the parlors of the parents.

Neatness, Accuracy, etc.—Not long since a school was visited where the principal was a college graduate; the building was exceptionally handsome, the desks were new, but the blackboards were covered with ugly scrawls. An example in addition of three numbers covered half the width of the board; the numbers were not parallel, nor close to each other; the line at the bottom was not short, straight, and parallel with the figures; the whole work was rude, crude, and offensive. To allow such things is inexcusable. The work of the pupil must be his best. Only by *doing one's best* day by day can he be educated. Every figure and line must be a worthy one.

The Pupil's Position.—Let us suppose it is the class in arithmetic and that a pupil has solved a problem quickly and neatly; he is next called on to "explain." He takes the pointer in his hand, *faces the class*, glances at the teacher to see if he has his attention, and (1) gives the number of the problem; (2) states the steps to be taken; (3) points out where these are taken; (4) gives the conclusion. Suppose the problem is, "A man bought 48 sheep, paying \$3 for each, then 34 sheep, paying \$4 for each, and exchanged these for calves, al-

lowing \$7 for each; how many calves?" The pupil having performed it gives the number and says, "The first step is to find the total cost of the sheep; then to find the number of calves by dividing this total by the cost of one calf. The cost of the sheep is \$280; the number of calves will be 40."

There should be a proper position, dignity, rapidity, accuracy, clear statement, and good reasoning. In numerous schools visited the pupil faces the *blackboard* instead of the class; he explains as though ashamed; consumes much time; stumbles; makes mistakes; fails to state *why* he takes these special steps; and gives no conclusion.

Pointers, Rubbers, and Blackboard.—Pointers should hang on nails driven in the edge of the blackboard three feet apart; they can be made of planed lath, tapering, 30, 33, or 36 inches long, with a hole in the handle end for suspension; they should *never* be laid in the chalk-trough: nothing is more disagreeable to the hands than a chalk-besmeared pointer. Rubbers can be made of lamb-pelt nailed on blocks; the wool of the sheep-pelt is too long; but it will be best to buy them. They must not be put in the chalk-trough either; they should be dusted in the school yard each morning.

Recitation-benches.—In some schools none are provided and the teacher allows the pupil to recite from his desk; this has such great disadvantages that it should be given up. The pupil should be assigned to a certain place in the class, and that place he should keep; his place, as a rule, will be the one he can most easily reach; some teachers seat the pupils according

to size; some let them draw the number of the seat once a week.

Blackboards.—In a good school the blackboards are much used. They should be kept clean; if they become gray they can be easily and cheaply colored black again. To make a blackboard paste stout paper on the wall and then put on material (slating) to be bought at most bookstores.

14. The Educational Side of the Recitation.—Here the word “Education” is used in its broad sense; the effort of humanity since the dawn of creation has been to *comprehend its surroundings*. Whence came I? Who created me? Whence do I go? What is this world around me? are questions he has sought to answer; to answer them he turns for light to those older and wiser, to past generations. The teacher is the person who devotes himself to the work of interpreting their surroundings to youth. This is a many-sided work. Look for example at parents who employ no teacher; besides teaching them to read and compute they give instruction in a great variety of matters comprehended in the term “bringing up.” If the work of a genuine teacher is analyzed it will be seen to consist of seven elements.

1. There are certain *arts* mankind has discovered by means of which civilization was attained. These are writing, computation, the manipulation of cloth, wood, metal, clay, leather, paper, stone, etc. Schools were at first mainly engaged on the first two; the parents taught them the other arts.

2. There is a great quantity of knowledge needed in the business of life to be learned. This gathered under

titles of geography, geology, botany, chemistry, history, etc., becomes an essential part of school work.

3. The mental and bodily powers must be trained.

4. The child is a social being; he must learn how to treat others.

5. The Creator meant joy and happiness to exist in the world; the teacher must take this into daily and hourly consideration.

6. It has ever been noted that youth set up ideals and shape themselves in accordance with them. The teacher will present just ideals and encourage the realization of them.

7. There is such a thing as truth; it is a perception of our relation to the universe; this enables us to pass from lower to higher stages of thought and life and is an element essential to the school-room.

15. A More Particular Statement.—1. The school will necessarily give much time to reading, spelling, writing, composition, and arithmetic; they are the *arts* of civilization, the means by which man lives a larger life. The skilful teacher studies methods to shorten the time of learning these arts; to interest his pupils in acquiring them. The great things in our present state of civilization are power to read, to write, and to compute; let the pupil read with a pen in his hand.

It is by no means easy to teach reading so that the whole energy of the child is given to the employment. He should read much; have several First Readers, have suitable magazines and story books, so that he walk easily and delightedly in this new field. As soon as he can read he should be taught to write, and encouraged

and helped to write in short sentences about the things he sees and does. In this way the mechanical skill required in writing will be acquired and not present itself as a barrier when he undertakes to express himself. Expression will be the main, the leading feature, not the penmanship. He must learn to think with the pen.

Children go to school and learn to read and write, but do not read and write when they come home; they have the means of intellectual movement, but still remain unprogressive. They have been poorly taught; reading and writing are burdens, not wings. We urge every teacher to study the child and try to understand how reading and writing (written language) can be acquired so as to *increase the child's power*; they may be momentous influences in reality.

2. Knowledge studies add to the amount known. There are three great subjects: the *earth*, *people*, and *things*. *Earth* study will embrace geography, plants, animals, minerals, land, and water. *People* study will embrace physiology, history, countries, cities, manufactures, governments, great events, great men's discoveries, and inventions. *Thing* study will embrace physics, chemistry, etc. These are all taught in the high school, but appropriate parts should be selected for the primary and grammar-school classes.

Besides, general information must be given. For example, there are about 2000 names of which the grammar-school pupil should know something (a list appeared in *The Teachers' Institute* in 1900), as Washington, Tennyson, Scott, Alexander, Aristotle, etc. Knowing something about these marks the "well-informed

man." Men like Washington, Lincoln, Gladstone, were of this class. The teacher who plans aright can make the school familiar more or less with 2000 names in a year. A biographical dictionary should be upon his desk; ten names may be assigned, one to each pupil of the "first class." When the time comes a pupil arises and says, "Tennyson was an English poet; wrote the 'Charge of the Light Brigade.'" This would be a simple, bare outline. If time permitted, other pupils would add other particulars, possibly a quotation from his poems. The objection will be made that there is not time for such things, that the arithmetic class will be neglected. Arithmetic must truly stand first in importance; but if the pupil's mental powers are invigorated by interesting knowledge he will learn arithmetic more quickly and easily. An arithmetic class taught by a skilful teacher will, in a short time, be got "on its feet," and often be able to omit being called to the recitation-benches; thus time will be gained.

The teacher may gather questions and put in his memorandum book, and these he may put on cards and assign to pupils to report upon; or he may have a "question box," into which the pupils may drop questions on cards, and these may be assigned. Any good plan followed persistently will add information that will broaden the horizon of the pupils. A caution must be given, and this is that the time be not wasted on knotty questions; these are often given to pupils by some person in the district in order to "stump the teacher." He can simply say, "That is an interesting question, but is not suitable for us." Another cau-

tion would be to *avoid miscellaneousness*. Let the information pertain to the subjects studied; thus Tennyson, Scott, Aristotle, etc., pertain to history; Jerusalem, Cairo, etc., to geography. Most teachers aim only to have (1) language and numbers learned, (2) and to impart a limited amount of knowledge; but mental training is a most important part of their work. In college, in later years, geometry is employed wholly to train in reasoning.

Omitting a discussion of mental training, we will refer now briefly to personal habits. 1. There must be cleanliness of the hands, shoes, and clothing, etc. A girls' school was visited in New York where every pupil laid her hands each morning on the teacher's desk for inspection; the teacher had three boxes, and from them selected a number which told the pupil her opinion; not a word was said. 2. A morning and evening salutation. 3. Proper position of the hands, feet, and body. S. H. Taylor, so noted as a teacher of Latin in Phillips Academy, attended strictly to the position of the pupil. It was a part of his teaching. 4. A good bearing of the person, of looking and speaking. 5. A proper carriage of the body, graceful and upright. 6. An easy delivery of himself; good language, motion, and gesture. 7. A knowledge of social acts; an observance of the laws of polite society.

A new teacher was employed where the pupils brought their lunches. They had been in the habit of walking around with bread and butter in their hands; she ordered that each should have a napkin; no food to be wrapped in a newspaper; each to observe the eti-

quette of a lunch party at home; a basin of water to be used as a finger-bowl. One pupil, at least, never forgot this training."

4. The school should be conducted so as to give the pupil a training in sociology. In the family he begins, in a limited way, to learn to yield to authority, to consider the wants and rights and happiness of others; in the school the field is broadened: he must consider those in whom he has no personal interest. The teacher who employs the school as an institution to train the pupils in sociology conceives it on a broader scale than one who employs it only to teach language and numbers. He selects some to assist him in the management, and places a part of the responsibility on them; he consults with them, inviting their opinions concerning misdemeanors; they learn to obey the requirements of an institution.

5. Joyfulness must be one of the ends sought. Froebel lifted play into an important place in the kindergarten. Music is one of the easiest means of creating joyfulness, and cannot be neglected; there can scarcely be too much of it. There are numerous pieces that should be learned by heart so that they can be sung without the slightest effort; in some of these it is not the words that are of such importance; it is the melody. When classes are changing a melody may be struck up; it seems to give rest as well as pleasure. Some, having no piano, have a drum beat lightly; others employ a zither; the object is to impart life and joy.

6. A noted clergyman said that when a boy he vis-

ited a circus and was so impressed with the performance that he felt to ride a horse was the only worthy thing in life. Youth are impressed by great and noble acts. They may not always attempt to copy the man they admire, but his acts give a tendency to their lives. In the great French potteries the finest paintings are placed in the halls through which the workmen pass; from them ideals of beauty are formed that affect the designs they place on their work.

The usual method employed in the school is the relation of an incident, the portrayal of an act. The ideal may be created by poetry, as "Excelsior," "The Psalm of Life," etc.

Teachers will be aided by photographs of eminent men, such as Washington, Hamilton, Longfellow, Lowell, Tennyson, Lincoln. A school visited in California was having a "Holmes' Day." His picture was on an easel with a wreath of evergreens; quotations were given by pupils. The object must be to honor greatness, not to create dissatisfaction with their lives, which may be restricted and homely.

7. The effort of the true teacher will be to develop character at all events. A pupil may be under his care so short a time as to obtain but little knowledge of literature or history, but he must be impressed with the idea that right doing exalts and satisfies and is to be followed at all hazards. The tendency of the whole school administration must be towards *rightness*. A standard must be set up and steadily aimed at. A school was visited where each pupil handed in written exercises; these accumulated and were thrown

into the waste basket unexamined; knowing this the pupils became exceedingly careless in their penmanship. To allow poor penmanship would be prejudicial to rightness. The motto is, "Each day to do our best."

A pupil will insensibly develop character in the atmosphere of a school where there is a steady, unfaltering attempt to reach a standard of physical, mechanical, or intellectual excellence. Dr. S. H. Taylor taught Latin exclusively at Phillips Academy; the testimony of his pupils is that he was exceedingly successful in developing character. When a pupil recited he demanded effort to attain excellence. "Stand more erect, sir;" "On both feet;" "Look me in the eye;" "Adjust your clothing before you proceed," etc.

The pupils of the "commercial schools" testify that the careful training bestowed upon their penmanship and figures tends to make them upright men. This is a point well worth investigating by the teacher; an *n*, for example, is to be made of just such a height, width, slant, and size of line. A standard of excellence is set up in the mind and constant efforts made to reach it. This pertains to each letter and figure.

What is true in regard to penmanship is true of all the studies and all the exercises, the assembling, the movements, the attitude, the behavior, the recitation, the treatment of books and furniture, the intercourse with each other, etc. A standard must be formed by the pupils and they must make efforts to reach it.

16. Formation of Standards.—Standards or ideals are formed by the imagination out of materials susceptible of mental construction. In the case of the letter *n* the

teacher may place a nearly perfect one before the pupil; his imagination will construct one that is complete, and that becomes his model. In the case of conduct, or of a recitation, ideals or standards are also formed; the skilful teacher can do a great deal to aid the construction of these.

Commendation of an act gives the pupil an idea of what the teacher considers correct. Suppose it to be the recitation of a poem, or explanation of a problem. "That was well done," a smile or a nod shows the pupil that his attempt has been successful. Good teaching keeps the pupil in all the exercises making an effort to equal a standard fixed upon. The entire school feel themselves to be in a current; one reacts upon the other. It is helpful to discuss the general conduct; for example, to ask for opinions on the day's work. "Have we had a good day?" "What is there to be commended in our day's work?" "Who are especially to be commended?"

17. Discussions of Standards.—The various incidents of school life furnish materials for discussions which will aid in forming ideals of conduct, and make clear what is right. This was the method of Jesus. "Who is my neighbor?" was asked, and Jesus relates an incident. The teacher must be able to make a principle of action clear by appropriate incidents.

In a large village the older boys were in the habit of going from the school to a well-fitted-up beer saloon; it was against the wishes of the parents. The teacher started a discussion by having a pupil relate the anecdote of Washington's giving up going to sea at the re-

quest of his mother. He made no application of the incident at the time. Selecting one boy before dismissal he remarked, "I want you to imitate Washington." He yielded, and a disintegrating process was begun which shortly removed every boy from the saloon.

18. Training to Act.—It is often the case that the rule will be admitted but not followed. In the case of children there must be a training to do what is declared to be right. To be kind to strangers or to elderly people is said to be right; the child is trained to provide seats for strangers and elderly people. To recognize a service or assistance is right; he is trained to say "Thank you" when helped. What is termed "bringing up" a child is training him to do those acts which are the result of observing the rule of right in respect to the common acts of human intercourse. If this is done at home the teacher's work is much aided; if not, as much as possible must be done in the school-room. If the pupil is trained to observe rules of right in small things, he will tend to observe them in larger things. The teacher, therefore, meets the pupil with a "Good-morning" in the school-room and parts from him with "Good-night." In the large schools of New York this is done; of course, to the assembled school; it is never omitted.

The writer entered a small school with its teacher one morning; she stopped to give no greeting, but called out, "Every one, sit down!" "Take out your books," etc., etc. Probably a large proportion of the schools are begun in a similar way; but a golden opportunity of training to rightness in behavior is lost.

19. From Rightness to Righteousness.—A school may attain exactness and thoroughness; the pupils laboring for prizes or percentages may achieve showy results, but there will be a serious lack felt by both teacher and pupils if the righteousness motive is wanting.

We do not intend here to discuss the introduction of religious forms in the school; in the public school formal religion is in general not allowed; but it is believed that no sect disapproves of religious influences. By religion we mean (1) the knowledge men have acquired of the character of God; (2) the effect of that knowledge on the character of man. In carrying along a school so as to realize the practical results demanded, the teacher must appeal to the desire for a good standing, or for approbation, or for future prosperity, or to a sense of duty. These are entirely appropriate, but the pupil is thus lifted but a little ways; there are higher motives, but they cannot be employed unless they make a part of the teacher's life. Without the Bible or prayer he can show, if he so feels, that he is under obligation to the Father of all to do his duty and that he means to live so as to win His approval.

This matter well deserves the most careful consideration, not merely for the influence religious motives have upon the school order and discipline, but because they quicken the lower motives and cause the acquisition of knowledge for the good it may be to others, and because they free the will from bondage and make high purposes abiding in conduct.

20. School Music.—The teacher will find great aid in

the hymns allowed by all denominations; these may be employed not only at the opening and closing of school, but during the day. We give the names of a few: "God is Love," "Heavenly Father, Sovereign Lord," "Day by Day we Magnify Thee," "I Thank Thee, Lord, for Quiet Rest," "There's not a Tint that Paints the Rose," "O Worship the King."

Besides these there are many that should be sung, such as, "My Country, 'Tis of Thee," "Be Thou, O God, Exalted High," "Guide Me, O Thou Great Jehovah," "Lead, Kindly Light," "Abide with Me," "Come, Thou Fount of Every Blessing." It is a good plan to have each pupil possess a blank book marked "School Songs and Hymns." The teacher can write the words of hymns and songs on the blackboard for the pupils to copy; a number will be given to each hymn or song. In the morning the numbers of the songs or hymns to be sung may be placed on the blackboard; they will then be found by the pupils without further notice. In this way hymns and songs may be selected from numerous sources; a school should learn by rote not less than 100 songs and hymns.

The singing of hymns will have an effect even if no word of comment be uttered. The effort should be made not to have the singing a burden; two and at the most three stanzas will be sufficient. This caution must be constantly borne in mind.

21. Literature.—There are numerous materials to be found in literature that will aid in the formation of character. A method the writer has found of service is to select a subject, as Decision, and ask all the

older pupils to have something to say or quote upon it on a certain morning. In this way the elements of a good character come up for discussion, and a pupil learns what the majority of the school and the teacher consider to be right. Of course these discussions must never be dreary, should always be short, enlivened with anecdote, and impressive. There are few teachers that can talk to advantage on religious or moral subjects; let them beware of the temptation to talk; let them rather prefer to get the pupils to talking.

THE TEACHER'S SUCCESS.

22. Degrees of Success.—The attempt has been made to show how a teacher may attain a success of a worthy kind, of a lasting kind, of a kind that will give him great joy to contemplate in after-years. The real work of the teacher cannot be measured by the superintendent in a short visit. The pupil will acquire force under a genuine teacher; he will be impelled to activity, to industry, to thoughtfulness. While, therefore, the teacher will inspect the pupils to know if he has been successful, he will also inspect himself. He will consider whether he has put forth high powers in his work or whether he has only heard recitations. If he has exercised his higher powers he may rightly expect to have produced effects upon the spiritual powers of the pupil. Often the teacher is the only one in the district capable of touching the “harp-strings of the human soul;” often the teacher ends his work with hearing a lesson recited, not reflecting that that is but a beginning.

Teaching is so complex, so difficult an art in its high stages that it should be studied intensely. There are valuable books that should be owned and read. Every teacher should own books on teaching precisely as the lawyer and physician own books relating to their profession. Among the books recommended are Page's "Theory and Practice of Teaching," Parker's "Talks on Teaching." The writer ventures to recommend his little book on "School Management."

Besides these, after some experience, other books should be purchased, one, two, or three each year. The teacher is dealing with problems which demand that he know what are the opinions of the wisest of his profession. Besides, a really successful teacher in one school is likely to be called to take charge of one demanding more professional knowledge. The demand for *educators* is constant; it is recognized that educational principles exist.

Many a man with moderate attainments, having succeeded in a small school, has failed in another where larger responsibilities had to be assumed. He had not made any *study of education*; he had no large principles under his teaching. The teacher has a right to be ambitious and to be on the lookout for a broader field of usefulness; he should prepare himself for a broader field by welding all his detached items of knowledge into a solid coherent mass; he should possess a scientific cast of mind and look at his work from the standpoint of the philosopher, the statesman, the benefactor, and the Christian.

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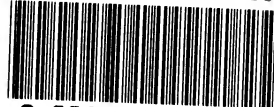
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